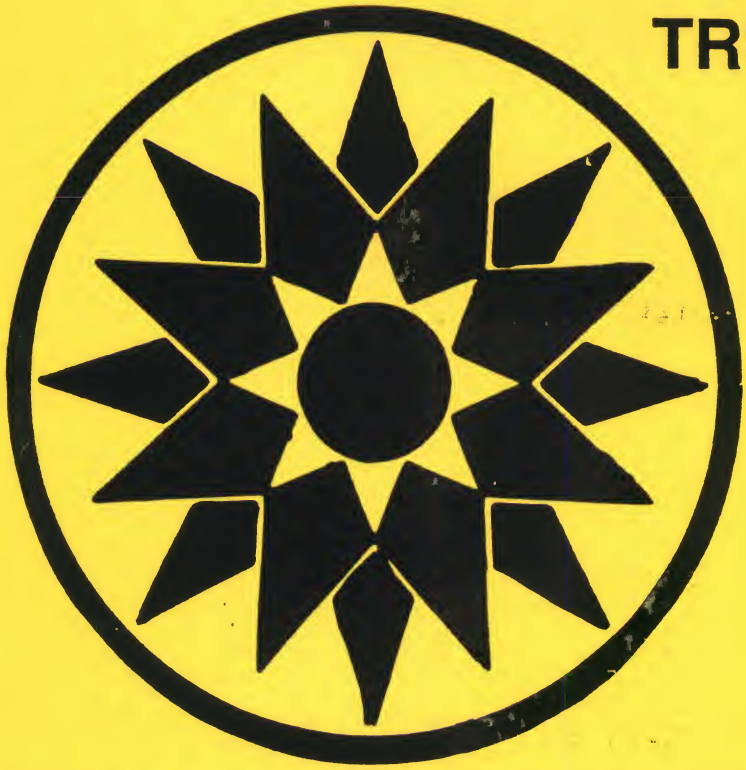
Teacher's Guide

The Puzzler

Apple
Commodore 64
IBM PC/PCjr
Tandy 1000
TRS-80 Color



SUNBURST
COMMUNICATIONS

If you are using an IBM or Tandy 1000

STOP!

Before you use this program . . .

you must add DOS (IBM/TANDY) to your diskette. It's a simple procedure and need only be done once. After you've finished, throw this page away and enjoy the courseware!

NOTE: The IBM PC requires
128K and a double-sided disk drive.
PCjr requires 128K, DOS 2.2 and Cartridge BASIC.
On the Tandy 1000, use DOS 2.11.22 with Tandy BASIC 1.02.00.

ADDING DOS WITH ONLY ONE DISK DRIVE:

1. Put the DOS diskette into the disk drive. Close the door and turn on the computer and monitor.

2. Press ENTER (↵) in response to the "date" and "time" requests given by the computer.

3. When "A>" appears on the screen, remove the DOS diskette and insert the program diskette into the drive (don't forget to remove the write-protection sticker from the edge of the program diskette).

4. Type START-1 and press ENTER (↵).

5. Follow the disk-switching instructions given by the computer. After you have finished, the program will start automatically.

ADDING DOS WITH TWO DISK DRIVES:

1. Put the DOS diskette into Drive A (Left on IBM/Bottom on Tandy). Close the door and turn on the computer and monitor.

2. Press ENTER (↵) in response to the "date" and "time" requests given by the computer.

3. When "A>" appears, remove the DOS diskette from Drive A and put it into Drive B (Right on IBM/Top on Tandy). Then put the program disk into Drive A (don't forget to remove the write-protection sticker from the edge of the program diskette).

4. Type START-2 and press ENTER (↵). The program will begin automatically.

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Award of Merit

presented to

The Puzzler Team

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Dated at London, Ontario

this 18 day of June 1984

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THE PUZZLER
TABLE OF CONTENTS

What Is THE PUZZLER?

THE PUZZLER is a package of lessons designed to foster the ability to use predicting/confirming strategies in reading. Although designed originally for use with students in grades four through six, field tests conducted in the United States, Canada and England demonstrate a wider range of applicability. THE PUZZLER is currently being used in grades three through adult education.

THE PUZZLER was developed to take advantage of the unique abilities of both teachers and computers. Therefore, a variety of teaching modes are recommended. These include whole and small group lessons, as well as computer-based strategy lesson stories. Predicting/confirming skills are introduced by the teacher through whole group lessons using overhead transparencies to reveal a sample story. Following this introduction, students complete a series of computer-based reading strategy lessons, either individually or in teams. Finally, small group follow-up with discussion, again using overhead transparencies, is carried out by the teacher.

During the whole group introduction, students learn to make story predictions using an ever-increasing number of syntactic, semantic and pragmatic clues. As the story is revealed, students learn that some early predictions are no longer congruent with the text or with their knowledge of the world. Confirming and/or disconfirming predictions is an important aspect of the reading process. After the strategy lesson is introduced, students complete one or more of the computer-based stories. Teachers have the option of permitting students to complete the stories individually or in groups. The final step is small group follow-up where the skills of the teacher once again are important. A teacher-led discussion allows students to talk about their predictions at various junctures in the story and tell why they made them, whether or not they remained useful predictions, and which ones they finally decided upon.

The stories can have more than one correct answer. The "no one right answer" feature of THE PUZZLER will frustrate some students (and teachers) at first. Students are accustomed to receiving feedback about the correctness of their responses. However, real reading is a personal act where understanding is attained by combining the cues on the page with the background knowledge of the reader. When new words or concepts are encountered, readers need to possess a set of strategies to understand them. THE PUZZLER helps students develop these strategies.

Finally, THE PUZZLER is designed to make learning enjoyable. Each strategy lesson is a puzzle waiting to be solved.

What Are Reading Strategy Lessons?

"The reader is as active in reading as is
the writer in creating written language."

Goodman and Burke, 1980

Reading is a complex process in which information from a variety of sources is used to understand an author's printed message. The sources of information include the print on the page and the knowledge in the mind of the reader.

Reading strategies are the tools which readers use to bring their knowledge and experiences to the printed page in order to construct meaning. There are many different reading strategies which are described by Goodman and Burke in their book, Reading Strategies: Focus on Comprehension. Goodman and Burke view reading as a problem-solving process that actively involves the reader in predicting, confirming and integrating.

Predicting

As a text is read, the readers expect certain words and structures to appear, and anticipate certain concepts to be developed. Such expectations are called predictions. Readers make different predictions depending on their backgrounds, experience with language, and the methods by which they use these information sources.

THE PUZZLER is designed to develop and enhance prediction strategies. Different elements of the package help the teacher direct readers in the use of various types of knowledge in making predictions. For example, the diskette contains a story called "Sammy." The first sentence reads,

"I loved Sammy from the first moment we met."

This sentence is sure to generate a great variety of predictions about who, or what, Sammy is. One student may think that Sammy is a boy. Another might predict that Sammy is short for Samantha. Still another may think Sammy is the name of a favorite pet. These are equally sensible predictions that cannot be tested until more information is processed. This leads naturally into the confirming process.

Confirming

When new ideas are encountered, predictions are confirmed, disconfirmed or revised. Each reader asks himself or herself, "Do my ideas still make sense to me?" For example, as readers read more about Sammy, new story information is used to test earlier predictions about who or what Sammy is. The phrase, "her sparkling dark eyes," may help students confirm that Sammy is a female. This small kernel of information may cause students to revise earlier predictions. It may also affect future predictions.

Integrating

Once a prediction has been substantially confirmed, it is blended with the reader's storehouse of knowledge. This process of marrying present knowledge with new ideas is called integrating.

It is incorrect, however, to think of predicting, confirming and integrating as separate acts which occur one after another. Rather, they are ongoing and inseparable. They have been presented as separate items in order to lend clarity to discussion.

THE PUZZLER is designed to help the teacher involve students in the use of all three processes through meaningful reading activities.

A Sample Reading Strategy Lesson

The following lesson is a reading strategy lesson similar to other lessons found in THE PUZZLER. (Transparencies for this lesson are included in the back of this manual.)

Petoskeys

Petoskeys is the title of a short, descriptive paragraph. Do you know what Petoskeys are? If so, you do not need to apply predicting, confirming or integrating strategies. If the word is unfamiliar, write down several possible meanings for Petoskeys. You might write:

Petoskeys are:
1. monkeys
2. a food
3. a store that sells chocolate
4. an immigrant family
5. a rock group

Now read the first line of the paragraph.

Petoskeys

The boy was looking for petoskeys.

Do you like all of your predictions? You may feel uncomfortable about one or two even though they are plausible. You may wish to delete some answers which now make less sense. You may also wish to add some new predictions.

Read the next sentence.

Petoskeys

The boy was looking for petoskeys.
He was walking slowly to make sure he wouldn't miss them.

Look at your predictions. Do you still like each one? Why? Can you put your concern about some of the answers into words? Consider the five preceding answers. What word in the paragraph makes you believe number three is probably not sensible? What do you think about the other predictions? Now delete any predictions that you have been unable to confirm. Add new predictions if you wish.

Read the next sentences.

Petoskeys

The boy was looking for petoskeys.
He was walking slowly to make sure he wouldn't miss them.
Each time he looked, he found a number of them.
Petoskeys are not easy to find because they are almost the same color as the sand.

By now, some of your predictions may even make you laugh. Why? At this point you may wish to reject all of your predictions if they have not been confirmed. It is possible that some of your predictions still make sense. If you are trying to develop a scene where they could make sense, you are integrating new knowledge with your past experience.

Read the next section. As more story information is revealed you will continue to use your reading strategies including predicting, confirming and integrating.

Petoskeys

The boy was looking for petoskeys.
He was walking slowly to make sure he wouldn't miss them.
Each time he looked, he found a number of them.
Petoskeys are not easy to find because they are almost the same color as the sand.
The boy enjoyed looking for the petoskeys on the beach. His mother used them in her work.

What information confirmed or disconfirmed most of your answers? Now read the entire story.

Petoskeys

The boy was looking for petoskeys.
He was walking slowly to make sure he wouldn't miss them.
Each time he looked, he found a number of them.
Petoskeys are not easy to find because they are almost the same color as the sand.
The boy enjoyed looking for the petoskeys on the beach. His mother used them in her work.
She was an artist and made jewelry with them.
When petoskeys are polished, they turn deep shades of brown and gray.
A pattern of six-sided figures shows up on them.
Petoskeys are found only on the shores of the Great Lakes.

Revise your prediction list for a final time. Compare your list with that of a colleague who has read the story. Discuss your predictions with your colleague, using the story information to support your responses.

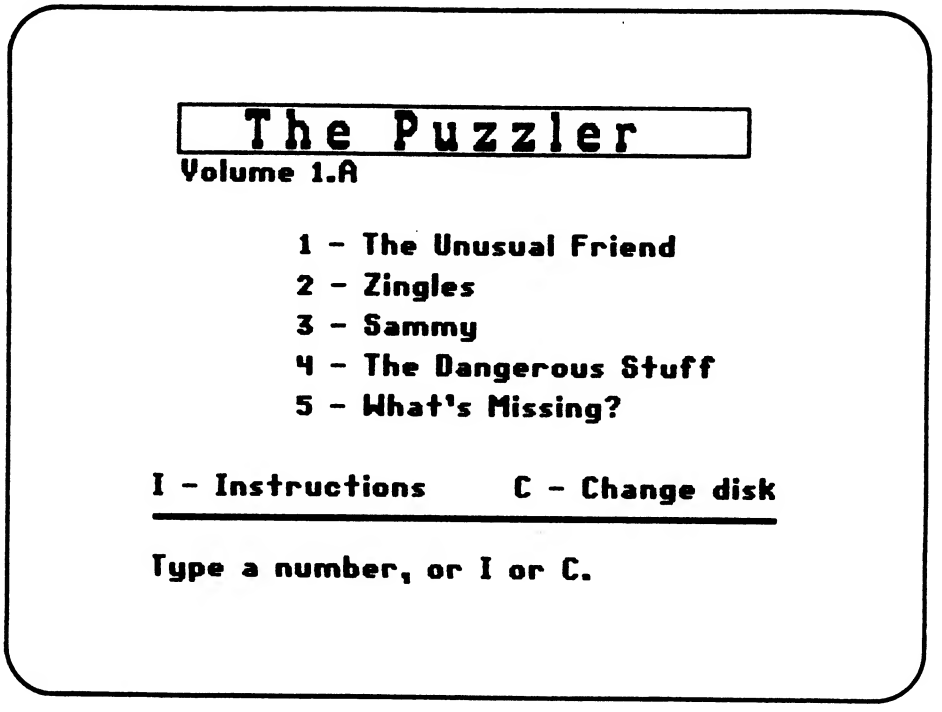
The strategy lesson you have just completed is similar to other lessons in this package. It can be used to introduce reading strategies to your class.

How Do I Get Started?

Begin THE PUZZLER by following the directions in the back of this booklet. Directions are given for each computer.

Using the Main Menu

The main menu will appear after the introductory screens.



You now have the choice of reading the instructions or selecting a story. You can also change to a different diskette at this time. On all computers (except the Apple), selections are made by pressing the arrow keys to move a box to your choice. Then press RETURN for the Commodore 64, ENTER on the TRS-80 Color or Tandy 1000, or ↵ on the IBM. On the Apple, selections are made by typing a number, letter, or arrow key.

Reading the Instructions

Select "Instructions" from the menu. Several pages of instructions will appear. You move forward through the instructions by choosing → . Choosing ← moves you back through the instructions.

Reading a Story

Choose a story from the main menu and wait until the title page of the story appears. On each page of a story, a combination of the following options will appear at the bottom of the screen:

←	Predict	→
(Back to last screen)	(Go to the prediction page.)	(Go to the next page.)

You always have the option of stopping by pressing ESCape. (On the Commodore 64, press the CTRL key and the "E" key. On the TRS-80 Color, hold down the SHIFT and down-arrow keys, and press the "E" key.) This takes you to the "final prediction" page.

Using the Prediction Page

ON THE APPLE:
Pressing "P" at any time in the story takes you to the "prediction" page. If no predictions have been entered, the question "Add?" appears. To make a prediction, type "Y" for yes. Now type in your prediction and press RETURN when you are finished. (The ← acts as an erase key. On the Apple IIe or IIc, the DELETE key is also active.)

After you press RETURN, the pointer moves to the next line. You may add as many as six predictions. Press "N" for no to indicate that you do not wish to add any more predictions.

When the pointer points to a previously added prediction, the question "Keep?" is asked. Pressing "N," which means no, deletes the prediction. That particular prediction is then erased.

Type "S" for "Story" anytime you wish to return to the story.

ON THE IBM, TANDY 1000, COMMODORE 64, and TRS-80 COLOR:
You will have a combination of the following options available on the "prediction" page.

PREDICT DELETE STORY

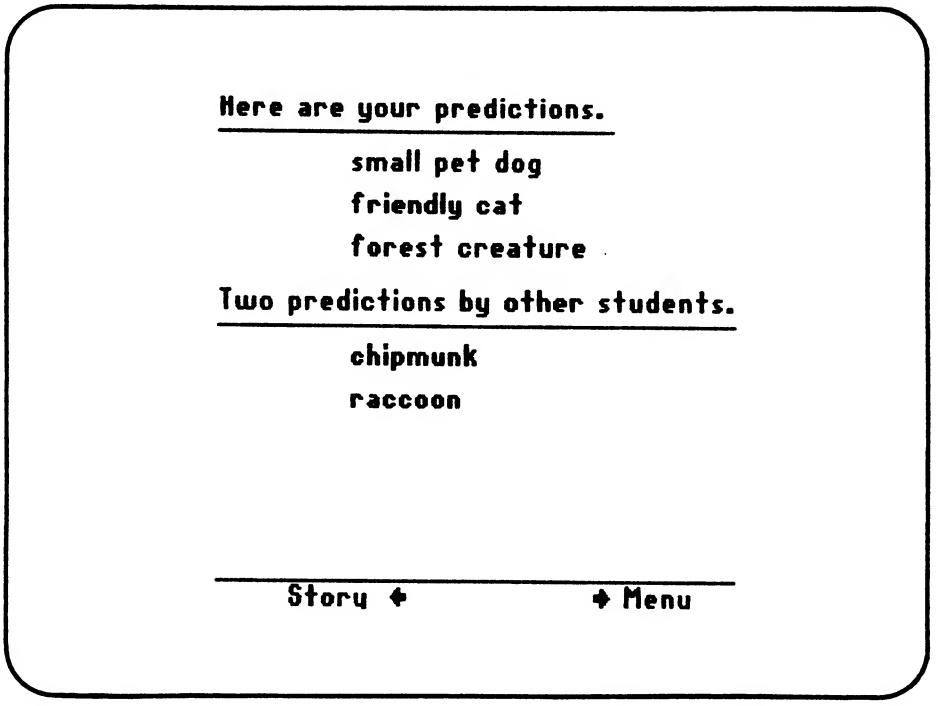
Choosing "PREDICT" allows you to enter a prediction. You may enter as many as six predictions. (The DELETE key and/or the ← key can be used to erase letters.) Choosing "DELETE" permits you to erase any previous predictions. Choosing "STORY" returns you to the story.

Getting More to Read

The program is constructed so that at certain points in the story, you may only go to the prediction page or go back to the story and reread. Additional pages of the story remain unavailable until you have either added a prediction or confirmed a previous prediction. Once this condition is met, you are allowed to read further in the story.

Using the Final Prediction Page

When the story is completed, the final prediction page appears.



Your final predictions, along with two others, are shown. The other two predictions are generated randomly from a list stored in the program. This list was compiled from predictions made by students during field-testing of THE PUZZLER. Some of these predictions are valid; others are not. You are encouraged to check the plausibility of the other two predictions by rereading the story. The barriers which force you to make at least one prediction during the initial reading are removed from the rereading. When you reach the final page during the rereading, two new student predictions are generated. If you do not wish to reread the story to check the two student predictions, you may return to the main menu.

Ending the Program

You may stop using the program, or a part of it, by pressing ESC on the Apple, IBM and Tandy 1000. (On the Commodore 64, hold down the CTRL key and press the "E" key. On the TRS-80 Color, hold down the SHIFT and down-arrow keys, and press the "E" key.)

Changing Diskettes

If you want to change to a different diskette, you need not turn off your machine. Simply choose the END option or "C" (on the Apple) from the main menu and follow the directions in the program.

How Do I Use THE PUZZLER With My Class?

Introductory Materials

Two sample stories ("Petoskeys" and "The Blog") suitable for reading strategy lessons are included in THE PUZZLER materials to assist you in introducing THE PUZZLER to your students. The stories can be found in the back of this booklet on transparency masters. Students will operate THE PUZZLER diskette with greater ease and more confidence if they have gone through a sample lesson like "Petoskeys." This can be easily accomplished with the use of stories on overhead transparencies in group situations.

Understanding the Strategies Involved

You have probably discovered by now that the reason for choosing the title, THE PUZZLER, is because each story on the diskette is a puzzle to be solved by the reader. There is one unique feature to these puzzles; there is no one correct answer. Instead, the reader is asked to generate up to six sensible answers. Working with the concept that there could be several acceptable answers might be a new idea for you and your students. But active readers can apply strategies which rely heavily on contextual information to help them resolve the meaning of unknown words.

How you use this diskette will be determined largely by the make-up of your student group. You will probably want to consider the following questions before deciding how you will implement THE PUZZLER in your classroom:

- Are my students familiar with reading strategy lessons?
- How many students are in my room?
- What access do I have to a computer?
- How much time do I want to spend on this right now?
- How frequently do I see my students?
- Which of my students would benefit most from the experiences with THE PUZZLER diskette?

You may wish to consider using the suggested lesson plan described on the following pages.

Suggested Teaching Plan

Let's assume that:

You have a class of 30 students.
These students have a wide range of interests and reading abilities.
These students have not been exposed to reading strategy lessons of this type.
You have access to a computer for one week.
Your students are not familiar with the operation of the computer.

You may wish to follow the sample lesson described below.

Sample Lesson Plan

Day 1 (morning)

FORMAT: Total group

TIME: Approximately 30 minutes

MATERIALS NEEDED:
Overhead projector
Transparencies for story, "The Blog"
Paper and pencils for each student

LESSON INTRODUCTION:

Ask the students to describe reading strategies which they use when they are confronted with an unknown word in their reading. You will probably be told "sound it out," "look in the dictionary," "guess," etc. These responses will provide you with further insights into the individual reading styles of your students.

Inform the students that they will meet an unfamiliar word in the title of this story. Expose only the story title on the overhead by using a piece of blank paper to cover the text. Ask the students to tell you the title of the story and discuss which reading strategies they used to unlock the unknown word.

Explain to the students that you want them to use as many strategies as possible to unlock the meaning of the word "Blog." Explain further that dictionaries will not be allowed in this exercise. The students will be relying on their ability to generate ideas and evaluate whether the ideas are sensible or not.

PROCEDURE:

1. Ask the students to write down as many meanings as they can for the word "Blog." Stress that there is no one correct meaning for the word, and that they, as a class, will decide on the more sensible meanings when they have finished reading the story. (Assure the students that the papers will not be collected; they are just worksheets.) Solicit answers from the class, and record several on the chalkboard. Discourage students from ridiculing answers that seem unusual.

   Expose the first sentence of the story to the class.

> The Blog
>
> As Jack approached the blog, he shivered in anticipation.

2. Ask the students to delete any responses from their list that seem inappropriate after reading the first sentence in the story. They may add new predictions to their list.

   Review the list of words on the board. Ask: "Does each of these words make sense?" Allow the students to delete responses on the chalkboard list. New ones may be added so several are available for discussion.

   Show the students the next sentence.

> The Blog
>
> As Jack approached the blog, he shivered in anticipation. Sitting down on the edge of the blog, he took off his shoes and socks, and rolled up his pant legs.

3. Repeat the procedure of adding and deleting, both on the students' worksheets and the chalkboard. Ask the students to justify their predictions on the basis of story information and past experiences. Accept any response as long as the student has a sensible reason for it. Some sample questions to ask the students include the following:

   a. What made you say _____?
   b. Why do you think _____ is a good suggestion?
   c. What part of the story makes you think your prediction is no longer a good one?
   d. Would you like to add a prediction you do like?

Show the third segment of the story.

> The Blog
>
> As Jack approached the blog, he shivered in anticipation. Sitting down on the edge of the blog, he took off his shoes and socks, and rolled up his pant legs. Then he gingerly put first one foot in the blog, then the other. Brr: It was cold!

4. Once again, go through the process of deleting and adding predictions. Stress justification for the responses. Students who are accustomed to finding one correct answer may want to limit their responses. Remind them that many responses may be correct. Encourage divergent responses. At this point the range of predictions will be narrowed, but words such as river, creek, lake, swamp and pond remain viable.

   Display the next story segment.

> The Blog
>
> As Jack approached the blog, he shivered in anticipation. Sitting down on the edge of the blog, he took off his shoes and socks, and rolled up his pant legs. Then he gingerly put first one foot in the blog, then the other. Brr: It was cold! Standing up, Jack waded to the center of the blog. His feet squished the mud on the bottom of the blog, and ripples splashed his trousers. Oh, but it was cold!

5. The predictions will not change greatly because of this segment, although some students will focus on the word waded as a clue. Continue to encourage the justification of responses.

   Move to the final sentence.

> The Blog
>
> As Jack approached the blog, he shivered in anticipation. Sitting down on the edge of the blog, he took off his shoes and socks, and rolled up his pant legs. Then he gingerly put first one foot in the blog, then the other. Brr: It was cold! Standing up, Jack waded to the center of the blog. His feet squished the mud on the bottom of the blog, and ripples splashed his trousers. Oh, but it was cold! "There's nothing better on a hot day than the old wading blog" Jack thought.

6. Have students read the entire passage before revising their final list. Some students will have only one prediction by now. However, some will have retained two or three responses. Encourage those who are willing to accept more than one suggestion as allowable. Review the progression of responses that were given at each stage of the story. Attempt to show the similarities and dissimilarities in their answers. Highlight the clues in the story that confirmed or disconfirmed predictions.

Sample Lesson Plan (continued)

Day 1 (afternoon)

FORMAT: Total group

TIME: Approximately 20 minutes

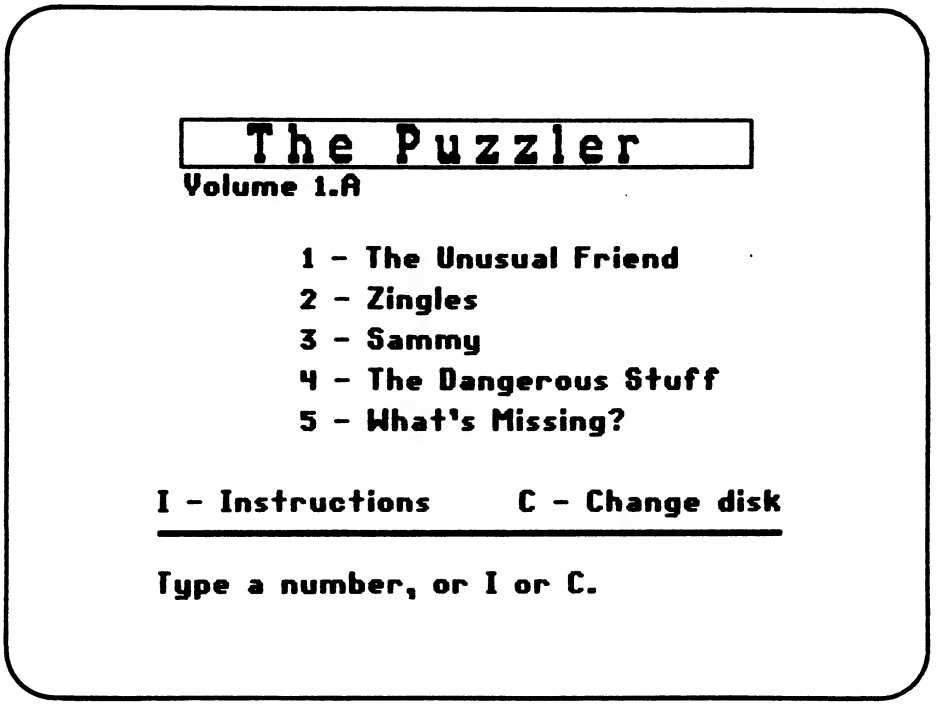
MATERIALS NEEDED:
Computer with disk drive
TV or monitor
diskette
Sign-up sheet

INTRODUCTION:

Refer to the previous lesson by emphasizing the strategies that were used to unlock the unknown word "Blog." Introduce the word "predict" if it has not already come up in the discussion.

PROCEDURE:

1. Place the monitor so that all of the students can see it. Run through the program until you reach this frame listing the main menu:



Explain to the students that by typing a number (on the Apple) or by using the arrow keys to move the box, they can select one of the stories.

The choice of "Instructions" or "I" (on the Apple) takes them through a series of instructions which briefly describe the program's process. Stress that students should read the instructions before they run the program for the first time.

The choice of "End" or "C" (on the Apple) permits students to use a different diskette without turning off the computer.

2. Choose the instructions and read through them with the class.

3. Return to the main menu which lists the titles of the stories.

    1. The Unusual Friend
    2. Zingles
    3. Sammy
    4. The Dangerous Stuff
    5. What's Missing?

Display a sign-up sheet and ask the students to sign up for a time to use the computer. It may be appropriate to have all students read the same story or personal choice can be permitted. It may also be suitable to send two or three students to the computer at one time.

Days 2, 3, 4 and 5

Prepare a computer schedule for the class. Allow enough time for the students to work through a story. A minimum of 20 minutes is suggested, depending on the students. You may have students working individually or in groups of two or three. Post the schedule so that the students can see it.

Inform the students that they will be coming together in groups to discuss their solutions to the puzzles. You may wish to suggest that students jot down their final predictions and some points which they wish to use to support their arguments in the discussion period. Encourage students to use available resource materials to find support for their responses. THE PUZZLER provides an excellent opportunity to encourage students to use encyclopedias and other reference books.

Plan to meet with each story group after each group member has had time to use the program. Use overhead transparencies of the stories. Transparency masters are provided in the back of this booklet.

Here are some ideas to use in the discussion which follows each story.

a. The teacher's role is to elicit answers from the students.
b. Students' answers are neither correct nor incorrect. However, the teacher should ask the students to justify their responses. This may be done by referring to the story, to the students' own experiences, to information they have found in resource books, or to a combination of all of these.
c. Alternative responses should be entertained at all times.
d. Teachers' questions should be neutral or open-ended. Questions such as "Why do you think _____ is a good answer?" require justification.
e. At the end of the exercise there may be several plausible answers. As long as there is a valid justification for these responses, they should be accepted.

Ask the students not to share their answers with members of the other reading groups until the other groups have had an opportunity to read the story.

What More Can I Do?

Further Use of Reading Strategies

Reading strategies which have been developed through involvement in this program can be used in everyday reading situations. Encourage your students to use the strategies of predicting and confirming when they encounter unknown words in their daily reading. The students' transfer of predicting and confirming strategies to their daily reading is the proof of the value of the experiences children receive from THE PUZZLER.

Discovering How Authors Add Clues in Writing

Authors provide clues, consciously or unconsciously, that assist the reader in understanding a word or concept in a text. One of the best examples of a conscious clue is the appositive (Example: Van Gogh, the famous painter, was Dutch.) More frequently, however, the clues provided are subtle. Only by reading several sentences or paragraphs is the contextual meaning of the word revealed.

Choose a story from a reader and ask the students to write down instances where the author appears to be providing clues to a word or a phrase. Have the students compare their answers. This permits the students to discover the thinking of their classmates. Also, as students discover clues in literature or content material, have them note some examples and bring them to a sharing period at the end of the week.

Learning How Authors Think

Good writers have a sense of audience. If the author writes for children, the cognitive level of the audience must be considered. Invite an author of children's books to the classroom; a general author is appropriate for older students. Students may prepare many different types of questions to ask the author, but have them locate some instances in the writer's work where clues helped them understand a word or a phrase. Have the students ask the writer if the clues were included consciously or unconsciously. Ask also if the writer ever consciously includes contextual clues to help the reader. Perhaps the author can cite some examples of conscious clues if he or she uses them.

This activity is useful generally as students should learn where writers get their ideas, and how they go about writing. The specific questions on contextual clues may offer students insights into the mind of the writer. As writers themselves, students will become more attuned to their audience.

Writing Strategy Lessons

As students become familiar with the format of reading strategy lessons, they may begin to write stories similar to those in THE PUZZLER.

A whole class orientation to writing strategy lesson stories will familiarize the students with the procedures for creating their stories. The following principles are helpful:

a. Begin by selecting a title for the story. The class may choose nonsense words ("mupzid") or real words that are unfamiliar to many students ("agronomist"). Decide on one word for the class story.
b. The class must decide what the meaning of the word might be if they select a nonsense word.
c. Have the students break up into small groups to write the first paragraph. Remind them to make the clues in the initial paragraph general in nature. Call the groups together so the paragraphs can be shared. Discuss the paragraphs and decide which one will be used in the class story. Several plausible responses should be available after the first paragraph.
d. Succeeding paragraphs should be written by the groups. As the story progresses the number of plausible responses to the mystery word should decrease. Each paragraph should introduce at least one new clue.
e. By the final paragraph the number of plausible choices should be small. In some instances only one strong answer will remain.
f. When the students are satisfied with the story, place it on an overhead transparency. Other classes can attempt to solve the new puzzle.

Individuals may begin writing strategy lessons once the format is understood. These, too, may be placed on overhead transparencies for sharing purposes.

Transparency Masters for THE PUZZLER

Petoskeys

The boy was looking for petoskeys.

He was walking slowly to make sure he wouldn't miss them.

Each time he looked, he found a number of them.

Petoskeys are not easy to find because they are almost the same color as the sand.

The boy enjoyed looking for the petoskeys on the beach. His mother used them in her work.

She was an artist and made jewelry with them.

When petoskeys are polished they turn deep shades of brown and gray.

A pattern of six-sided figures shows up on them.

Petoskeys are found only on the shores of the Great Lakes.

(reprinted from READING STRATEGIES: FOCUS ON COMPREHENSION with permission of the publisher, Richard C. Owen Publishers, Inc.)

The Blog

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Sitting down on the edge of the blog, he took off his shoes and socks, and rolled up his pant legs.

Then he gingerly put first one foot in the blog, then the other. Brr: It was cold!

Standing up, Jack waded to the center of the blog. His feet squished the mud on the bottom of the blog, and ripples splashed his trousers. Oh, but it was cold!

"There's nothing better on a hot day than the old wading blog," Jack thought.

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The

Unusual

Friend

by A. Shillington

It's here! Karla rushed into the house waving a white envelope with a colorful Canadian stamp. This was the big moment!

Tearing open the envelope, she thought about Fred. Had anything happened to Fred since she left last August? For five summers Fred had been there when she arrived to visit her grandparents. It had been fun watching Fred grow but more exciting having such an unusual friend.

Yes, Fred had made an appearance in June! Early in the morning, when droplets of dew still clung to the green blades of grass, he was seen on the step outside the workshop. A little thinner perhaps, but then the hot summer days would provide a lot of tasty delights. Fred's behavior hadn't changed. He was as quiet and sly as ever, just waiting for someone to carry him about and leave him in interesting places - under a straw hat, on a picnic table or in a baseball mitt.

It was fun to be included in all the activities that took place on the spacious lawn - even if he only watched.

Very few of his species had such fun; they preferred to stay in damp, cool places on hot, sunny days.

While the girl and her friends played with funny racquets, bats and balls, he never felt left out. He would try to catch flies too!

Life was pleasant. There was soft, velvety grass to keep him cool, plenty of his favorite foods and big flowers that provided shady retreats. No one tried to harm him. His biggest fear was a noisy machine that appeared frequently, but Fred always managed to find a hiding place. This was unnecessary because the person operating the machine always watched for Fred to ensure that he was safe.

The fun-filled days just leaped by. Too soon, it was time for the girl to return to school. Fred seemed to sense when it was time to say good-bye. He would blink his big eyes and quietly disappear into the night, rejoining his friends in the cattails.

The End.

Zingles

by A. Shillington

Zing, there it goes again! Will people never stop rattling my brains? All day long, zings keep echoing throughout the malls and supermarkets. Oh, it's a trying life being a Zingle!

People keep blocking my view, leaning on my head; little kids shake me repeatedly, rattling my colorful brains. They seem to delight in watching my brains become fewer and fewer.

Why do Zingles have to have tasty brains that children can't resist? Throughout the day I just sit helpless, unable to defend the loss of my unusual brains.

Finally the people depart, leaving the buildings deserted - peace at last. In the quiet darkness I dream about spending all the money left with me by excited children who are always begging parents for more of my yummy brains.

I wish there was a land for Zingles, a land with no children. Then no one would come to steal my coins and refill my brains. If only a Zingle could have an ordinary human brain, life would be so peaceful.

Zing - they're back again. There goes another one of my brains. How can a Zingle possibly overcome this constant brain drain?

The End.

Sammy

by J. Gollan

I loved Sammy from the first moment we met. That was about three years ago now.

I'm not sure why I was attracted to Sammy so readily. Perhaps it was because of the sparkling dark eyes. It might have been the shiny black hair.

Sammy and I always had lots of fun. Hide-and-seek was one of Sammy's favorite games. Sometimes though, I would get tired of being "It." Sammy was able to squeeze into nooks and crannies where I couldn't possibly find her, and she always found me, no matter where I hid!

Sammy had a favorite trick. If I was late getting up for school, I would jump out of bed and quickly get dressed. Sure enough, one sock would be missing. After a while, I got wise and ran straight to Sammy's basket, where the missing sock could be found tucked under her bed of straw.

I always had to be careful when we went for walks in the woods. Many of Sammy's friends lived there, and she loved to frolic through the grass with them. However, Sammy also had enemies in the forest, but she was no longer able to protect herself from them in times of trouble. Sammy had had an operation before I met her in the pet shop.

No one loved Sammy as much as I did! In fact, to be perfectly honest, many people were frightened of her because they had heard unpleasant stories about her relatives. My friends who had hamsters and gerbils were always careful to keep their pets out of Sammy's reach, although I'm sure that Sammy would never be unkind to another living creature.

Sammy had one peculiar habit. As it got cooler every autumn, Sammy got very lethargic. I often found her sound asleep, hidden away in the darkest corner of our basement. This upset me the first time, but the local veterinarian assured me that it was quite natural.

Sure enough, when the long cold winter had passed and the buds once again burst into leaf on the trees, Sammy was her old self again. She was full of fun, holding her long bushy tail high as she strutted around the yard.

Oh, yes! Wouldn't you know, I found my sock missing again...

The End.

The Dangerous Stuff

by Douglas Inkpen

"Yes, Jack, that's pretty dangerous stuff!" exclaimed Dr. Joan Marsh, earth scientist. She had invited Bob, her son, and his friend Jack to her laboratory.

"It doesn't look very dangerous," Jack murmured.

"It really isn't safe. That's right, isn't it, Mom?" said Bob.

Dr. Marsh confirmed what her son had said. "It is fairly safe here in the laboratory. I use it in some of my experiments to help farmers and fishermen. It is usually found in or near water. There it is extremely dangerous to anything with two or four feet."

"Anything with two or four feet!" said Bob excitedly.

"I don't think this stuff could hurt me!" boasted Jack. "It just looks like muddy water."

"I'll try to explain," said Dr. Marsh. "When I go searching for samples, I look on the shores and in the beds of slow-moving streams and rivers. I poke a long pole into likely spots. If the pole goes in easily, I probably have found it. It is not safe for people or animals. They go in too easily."

Jack interrupted, "Why don't they just watch where they're going?"

"It's not as easy as all that. It's hard to tell whether it is solid ground or not. The springs that help to form it can't be seen."

Jack cut in, "I read that you get sucked right in, but I don't believe it."

"You should be skeptical, Jack. The'muddy water' will not suck you in like a whirlpool. Your own weight makes you sink. Frantic struggling makes it worse. You can get out with a long stick. You gradually pull yourself to the surface where you'll actually float. You have to be patient and take plenty of rests. It takes a long time and plenty of energy."

"Hey, Mom, the stuff doesn't look like 'muddy water' anymore. It looks like water with sand on the bottom!"

Dr. Marsh confirmed it.

Jack was surprised. He was more surprised when he learned that it was ordinary sand that had had its grains pushed apart by water flowing up through it. That's why it couldn't hold heavy weights.

Bob wasn't happy with the name 'muddy water' for the dangerous stuff. So they invented the most descriptive name they could think of.

The End.

What's

Missing?

by A. Shillington

As I glanced out over the familiar bay, my mind wandered back to the way it used to be when I was a child spending summer vacations there. It was always a fun-filled time, with the cottage overflowing with relatives and friends. But even though I was alone now, it wasn't the people that I missed.

Summer was still a constant succession of activities -- swimming, canoeing, fishing, weiner roasts, campouts.

The lake still looked the same. Small boats had been replaced by larger powerboats and windsurfers, but it remained a place where one could have lots of fun during a long, hot, sunny day.

One noticeable change was the increasing number of people that lived year round at the lake. For years, Aunt Floss had been the only one to watch the changing seasons in her comfortable little home on the point. I loved her famous fish soup.

Beavers continue to cause havoc by raiding the woodpiles of cottagers. Muskrats and otters are visible along the shoreline in the early evening.

Fish grace the tables of cottagers, but talk centers around the big fish that used to be so plentiful in the cool, clear, deep waters of the bays.

Yesterday, the loons were playing hide-and-seek in the coves, and last night the old whippoorwill stopped on the fencepost behind the cottage to serenade me at two o'clock in the morning.

Bonfires glow as the cottagers gather round the embers to cook hot dogs or roast marshmallows before retiring for the night.

Suddenly, I had it! That old and so familiar sound that echoed around the lake late into the night had not been heard since I arrived.

They were gone.

The End.

APPLE: WORKING WITH THE COMPUTER

1. Turn on the television monitor.

2. Insert the diskette into the disk drive with the label facing up and on the right.

3. Close the door to the disk drive.

4. Turn on the Apple. (The on-off switch is on the back left side of the computer.)

5. You will see a red light on the disk drive turn on. If the disk drive does not turn on in about ten seconds, turn the Apple off and make sure your diskette is placed properly in the disk drive.

6. SUNBURST will appear on the screen.

7. Follow the directions given in the program.

8. If at any time during the program you want to stop, hold down the ESCape key.

TURNING OFF THE COMPUTER:

1. Remove the diskette from the disk drive and return it to its place of storage.

2. Turn off the Apple.

3. Turn off the television or monitor.

IBM PC/PCjr: WORKING WITH THE COMPUTER

NOTE: The first time you use this program, you must put DOS on the diskette. Follow the directions on the colored sheet in front of this booklet.

1. Place the diskette in the computer's disk drive with the label facing up and on the right. (If there are two disk drives, place the diskette in the one on the left.) Close the door of the disk drive.

2. Turn on the graphics monitor.

3. Turn on the computer. In several seconds, you will see the red light on the disk drive light up and you will hear the disk drive spinning.

4. The SUNBURST logo will appear on the screen, followed by the title of the program.

5. Follow the instructions in the program.

6. If at any time during the program you want to stop, press ESC.

Turning Off the System

1. Remove the diskette from the drive and put it in a safe place.

2. Turn off the computer.

3. Turn off the graphics monitor.

TANDY 1000: WORKING WITH THE COMPUTER

NOTE: The first time you use this program, you must put DOS on the diskette. Follow the directions on the colored sheet in front of this booklet.

1. Place the diskette in the computer's disk drive with the label facing up and on the right. (If there are two disk drives, place the diskette in the one on the bottom.) Close the door of the disk drive.

2. Turn on the graphics monitor.

3. Turn on the computer. In several seconds, you will see the red light on the disk drive light up and you will hear the disk drive spinning.

4. The SUNBURST logo will appear on the screen, followed by the title of the program.

5. Follow the instructions in the program.

6. If at any time during the program you want to stop, press ESC.

Turning Off the System

1. Remove the diskette from the drive and put it in a safe place.

2. Turn off the computer.

3. Turn off the graphics monitor.

COMMODORE 64: WORKING WITH THE COMPUTER

1. Turn on the television or monitor. A color television or monitor is preferred.

2. The disk drive must be turned on before the computer. Turn on the disk drive (the switch is located at the back right side of the drive.)

3. Turn on the computer. You will see the words--

```
    ****COMMODORE 64 BASIC V2****
64K RAM SYSTEM 38911 BASIC BYTES FREE
READY.
```

4. Open the door of the drive by pressing in on the door. Insert the diskette.

5. Close the door on the disk drive.

6. Type Load "Ø:*",8 and press the RETURN key. The red light on the disk drive will come on. The computer will print--

```
Searching for Ø:*
LOADING
READY.
```

7. Type RUN and press RETURN.

8. If you want to stop during the program, hold the CTRL key and press the "E" key.

Turning Off the System

1. Remove the diskette.

2. Turn off the disk drive, computer and television or monitor.

TRS-80 COLOR: WORKING WITH THE COMPUTER

1. Turn on the disk drive. The switch is located in the back.

2. Turn on the television or monitor.

3. Turn on the TRS-80 Color Computer. The switch is located in the rear. On the television screen you will see:

```
Disk Extended Color Basic 1.0
COPYRIGHT (C) 1981 BY TANDY
UNDER LICENSE FROM MICROSOFT

OK
```

4. Insert the diskette in the disk drive with the label facing upward and to the right.

5. Close the drive door.

6. Type LOADM "PUZZLER"
   Press ENTER

7. The SUNBURST logo will appear on the screen followed by the opening screen of the program.

8. Follow the directions given in the program.

9. If at any time you want to stop the program, hold the SHIFT key and the down-arrow key, and press the "E" key.

Turning Off the System

1. Remove the diskette from the disk drive and return it to its place of storage.

2. Turn off the computer.

3. Turn off the television or monitor.

4. Turn off the drive.

"WHAT HAPPENS IF...?" -- SUNBURST COURSEWARE AND WARRANTY

1. What happens if a program will not load or run?
   Call us on our toll-free number and we will send you a new diskette.

2. What if I find an error in the program?
   We have thoroughly tested the programs that SUNBURST carries so we hope this does not happen. But if you find an error, please note what you did before the error occurred. Also, if a message appears on the screen, please write the message down. Then fill out the evaluation form and call us with the information. We will correct the error and send you a new diskette.

3. What happens if the courseware is accidentally destroyed?
   Sunburst has a lifetime guarantee on its courseware. Send us the product that was damaged and we will send you a new one.

4. How do I stop the program in the middle to go on to something new?
   A program can be ended at any time by holding the ESCape key on the Apple, IBM or Tandy 1000. On the Commodore 64, hold down the CTRL key and press the "E" key. On the TRS-80 Color, hold the SHIFT and down-arrow keys, and press the "E" key. If you want to use another diskette, select the "END" or "C" option on the main menu.

5. Can I copy this diskette?
   The material on the diskette is copyrighted. You <u>should not</u> copy the courseware.

6. Can I take this diskette out of the computer after the program has loaded and put it in another computer?
   Yes, once the story title is on the screen, you may use the diskette in another computer. <u>But</u> to access another story, the main menu, the instructions, or the "END" (or "C") option, the diskette must be in the disk drive.